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ABSTRACT

An instructional unit for Spanish second language instruction, based on an original story "El Ano Neuvo en Costa Rica" (New Year's in Costa Rica) written by Maritza Sloan, is presented. An introductory section outlines briefly the process of planning a thematic unit and its outcomes, and suggests categories of activities to support instruction. Five related activities are then described, on the following topics: geography and directions; community; family; food; and action verbs. Each contains a list of relevant Spanish vocabulary and expressions, cultural information related to the topic, and a series of class activities. The text of the short story (in Spanish) on which the unit is based follows. Notes on student and program assessment are then offered. Appended materials include a drawing of the Costa Rican flag and crest, traditional poems, directions to be used in class, brief descriptions of games, recipes, the English translation of the source story, a story sequence outline, and student progress assessment criteria. Contains a brief list of resources. (MSE)

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EL AÑO NUEVO EN COSTA RICA:

A Thematic Unit

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Unit Theme: El Año Nuevo en Costa Rica

(New Year's in Costa Rica)

This thematic unit is based on an original Costa Rican story written by Maritza Sloan, a native Costa Rican.

Thematic Unit Planning Process

1. Identify theme.
2. Gather resources that relate to theme.
3. Brainstorm and select outcomes that include foreign language, content and culture outcomes. Check tour foreign language and grade level curriculum.
4. Develop activities to support outcomes
5. Develop assessments and assessment techniques for unit.
6. Organize sequence of instruction.
7. Teach unit
8. Assess student's achievement of outcomes.
9. Assess quality of theme, outcome, activities, and assessments.

Note: When developing a thematic unit the steps above are not always followed in sequential order. The ability to develop some themes is limited due to the availability of high-quality, developmentally appropriate resources.

Outcomes

Foreign Language Outcomes - Demonstrate comprehension of words and expressions that relate to the celebration of *el año nuevo* (the new year) in Costa Rica.

Culture Outcomes - Identify activities associated with the new year holiday. Prepare and sample foods related to the holiday.

Content Outcomes -

Social Studies:	Identify elements of a community.
	Identify cardinal points.
Math:	Organize and interpret information in a graph format.
	Measure ingredients and follow directions in a recipe.
Science:	Predict outcomes.
Language Arts:	Comprehend a simple story.
	Identify verbs.

Thematic Web of Activities or Major subdivisions of activities

Geografía y direccíones (geography and directions)
Communidad (community)
El año nuevo en Costa Rica
Familia (family)
Comida (food)
Verbos de acción (verbs of action)

Activities

Geografía y Direcciones
(Geography and Directions)

Spanish Vocabulary and Expressions:

norte (north)	*sureste* (southeast)	*montañas* (mountains)
sur (south)	*noreste* (northeast)	*playa* (beach)
este (east)	*suroeste* (southwest)	*bosque tropical* (tropical forest)
oeste (west)	*noroeste* (northwest)	*pacífico* (Pacific)
	centro (center)	*atlántico* (Atlantic)

¿Dónde está el mercado? (Where is the market?)
El mercado está al sur de.... (The market is to the south of....)

Culture:

Most of the people in Costa Rica do not use street names to give an address. The main reason why they do not, is that the streets in small towns do not have names. Instead, people use landmarks as points of references to indicate location, for example:

Carmen vive a una cuadra al sur del árbol de mango. (Carmen lives a block south of the mango tree.)
El mercado está a 25 metros del parque. (The market is 25 meters from the park.)

Activities:

Locate Costa Rica on a world map.
Examine the Costa Rican flag and emphasize what is in the crest (Appendix A). The colors of the stripes of the flag from top to bottom are: blue, white, red, white, and blue. The *escudo* (crest) goes in the center of the red line. The seven stars represent the seven provinces of the country. The oceans and natural beauties of Costa Rica are represented on the crest. Costa Rica is known for its mountains and volcanoes.
Place cards with cardinal directions and ocean names on floor map of Costa Rica. Confirm or correct predictions. ???
Learn traditional poem, *El desayuno* (breakfast) (Appendix B).
Practice community terms. After students are familiar with community terms, place community photos or drawings around classroom. Teacher initially directs students around the classroom using directions (Appendix C). Once students are able to follow teacher directions, the students give each other directions to see if they can direct a classmate to a specified community location. If students end up at the correct location they can collect an item that

a person in Costa Rica would collect at that location. For example, beans, vegetables, and rice could be collected at the *mercado* (market).

Sing the song *¿Dónde está el norte?* (Tune- One little, two little...). *¿Dónde está, dónde está, dónde está el norte? ¿Dónde está, dónde está, dónde está el norte?. Aquí está el norte.* (Where is it? Where is it? Where is the north? Where is it? Where is it? Where is the north? Here is the north. Substitute other words to be reinforced in the unit for *"norte"* (north) in the song.

Comunidad

(Community)

Spanish Vocabulary and Expressions:

lechería (dairy store)	*panadería* (bakery)	*carnicería* (butcher's shop)
mercado (market)	*cine* (movie theater)	*zapatería* (shoe store)
tienda (shop/store)	*vecinos* (neighbors)	*parque* (park)

¿Dónde está el_____? (Where is_____?)
Aquí está el_____? (Here is_____?)

Culture:

The principle means of transportation in Costa Rica is by bus. The towns are so small that people usually walk or ride bicycles to do errands and shopping.

Activities:

Sing the song, *En mi comunidad* (In my community) to the tune of Do you know the muffin man?: *En mi comunidad hay un cine, hay un cine, hay un cine, en mi comunidad hay un cine, y aquí está.* (In my community there is a movie theater, there is a movie theater, there is a movie theater, and here it is.)

Have students play games to demonstrate an understanding of the Spanish terms for places in the community: Concentration, 7-up, *Tengo, Cambio, ¿Qué falta?,* Four Corners, etc. (Appendix D).

After playing games, have students brainstorm a list of which of these community places are in their own community by listing specific trade names of the community places.

Have students predict what they believe a Costan Rican community would look like by drawing selected aspects of the community. Remind them to consider what they know about their own community and about Costa Rican geography. Display drawings and discuss. Compare with photographs of a real Costa Rican community. Draw conclusions about the similarities and differences between their own community, their predications, and the Costa Rican community.

Familia

(Family)

Spanish Vocabulary and Expressions:

mamá (mom(my)	*hijo/a* (son/daughter	*yo* (I)
papá (dad(dy)	*hermano/a* (brother/sister	*tío/a* (uncle/aunt)
bebé (baby)	*abuelo/a* (grandfather/grandmother)	*primo/a* (cousin)

¿Cuántas personas hay en la familia? (How many people are in the family?)
Hay_____personas. (There are_____persons).

Culture:

Most families in Costa Rica are larger than the typical family in the United States. The extended family is very important to everyday activities and in celebrating holidays.

Activities:

The teacher shows families of different size, ethnic background, and composition. (Use the family posters from Lakeshore Learning Materials.) Count members of the families with the students. Then talk about relative sizes of families, for example: This family is larger than that one. Then work to the question of how big the families are in this class.

Have each student silently count the number of people in her/his family and write the number on a card provided by the teacher (for privacy). Collect cards and ask children to predict what the average size of family in this class will be or, depending on the age of the age of the students, what size family most students in the class will have.

Graph the family sizes students have recorded using student involvement. Then relate the size of Costa Rican families to the information about this class.

Predict how many family members will be in the family of the girl in the story *El Año Nuevo en Costa Rica.*

Sing the song, *¿Dónde está papá?* (Where is dad?) to the tune of Where is Thumbkin?: *¿Dónde está papá?, ¿Dónde está papá?. Aquí estoy, Aquí estoy, Me gusta leer, Me gusta leer, Adiós, Adiós.* (Where is dad? Where is dad? Here I am. Here I am. I like to read. I like to read. Good-bye. Good-bye.) Vary for other family members: *mamá - bailar* (mom - to dance); *hermano -patinar* (brother - to skate); *hermana -jugar* (sister - to play); *bebé - llorar* (baby - to cry); etc.

Learn the poem -*La abuelita.* (The Grandma) (Appendix B).

Have students play games to demonstrate an understanding of the Spanish terms

for family: Concentration, 7-up, *Tengo, Cambio, ¿Qué falta?*, Four Corners, etc. (Appendix D).

Comida

(Food)

Spanish Vocabulary and Expressions:

el arroz (rice)	*los frijoles* (beans)	*el fresco* (fish)
los dulces (sweets)	*el pan* (bread)	*la carne* (meat
la leche (milk)	*los tamales* (tamales)	*las verduras* (vegetables)
los granos (grains)	*las frutas* (fruits)	*el arroz con leche* (rice pudding)
el pollo (chicken)	*la cebolla* (onion)	

¿Qué te gusta comer...? What do you like to eat...?
¿Dónde crece_____? Where does_____grow?)

Culture:

People in Costa Rica consider that eating a big breakfast is very important. Therefore, breakfast is one of the main meals. The second main meal is lunch. Dinner is always leftovers from lunch or a snack. Costa Rican food is very different from Mexican food. People eat both rice and beans and vegetables and meat almost every day.

Activities:

Students predict in which part of the country specific foods are grown. First review the geography they have learned in the unit so that students can use this information for their predictions.

Sing the song, *Tengo sed* to the tune of This Old Man: *Tengo sed. Bebo leche. Tengo hambre. Como pan. Tengo sueño. Me acuesto. Tengo prisa. Ya me voy.* (I am thirsty. I drink milk. I am hungry. I eat bread. I am sleepy. I go to bed. I am in a hurry. I am leaving)

Students play games to demonstrate an understanding of the Spanish terms for foods: Concentration, 7-up, *Tengo, Cambio, ¿Qué falta?*, Four Corners, etc. (Appendix D).

Students help prepare the recipe for *arroz con pollo* (chicken with rice), included here in English, *frijoles molidos* (pureed beans), included here in both Spanish and English, or *arroz* (rice) included here in English. Have students participate by measuring the ingredients and following your directions. Or, prepare part of the recipe outside of class and just have students add some ingredients. For example, if using the chicken with rice recipe, the students can add just the

vegetables. Students identify the vegetables, cut them up, and add them to the recipe (Appendix E).

Allow students to sample all three items of food. Graph how many children ate all three items, two items, or only one item. Ask questions about the graph such as, How many students ate all three items? Which food item was chosen the most by the class?, Which item was chosen the least? Which item was chosen more than the pollo (chicken), etc.

Verbos de Acción

(Action Verbs)

Spanish Verbs:

ir (to go)	*comprar* (to buy)	*ver* (to see)
visitar (to visit)	*levantarse* (to get up)	*preparar* (to prepare)
bailar (to dance)	*hablar* (to talk)	*comer* (to eat)
regresar (to return)	*dormir* (to sleep)	*escuchar* (to listen)

Activities:

Read students the story *El Año Nuevo en Costa Rica* (page 9). If this story is not available substitute *El Regalo de Fernando,* which can be ordered at most book stores. Use visuals to help tell the story.

Students help identify the verbs in the story and pantomime the actions of these verbs.

Using the verbs for key indicators, students practice sequencing the simplified events in the story (Appendix G).

Learn the traditional poems, *El año* (The Year) and *Luces de Bengala* (Fire Crackers) (Appendix B).

Pairs of students make pages for a book that focuses on verbs. This book could be based on the format of the book, *Zapatos* (Shoes), i.e., These shoes jump. These shoes dance. The students' books could be structured as follows: *En Costa Rica caminan. En Costa Rica comen*, etc. (In Costa Rica they walk. In Costa Rica they eat.) The students could then cut photos of Costa Rica from travel guides, draw a picture of a person, and glue these to create a page that illustrates the verb.

As students read the class book, a tape-recording is made and sent home to share with family and friends.

Have students "prepare" their classroom, desk, and/or locker for *el año nuevo* by cleaning it.

Have students play games to demonstrate an understanding of the Spanish action verbs written on cards: Concentration, 7-up, *Tengo, Cambio, ¿Qué falta?*, Four Corners, etc. (Appendix D).

El Año Nuevo en Costa Rica[1]

(New Year's in Costa Rica)

El año nuevo es uno de mis feriados favoritos. Todos los años espero con ansias el año nuevo. Sé que todos mis tíos y primos visitarán a mi abuelita y así mis padres, hermanos y yo podemos pasar tiempo con ellos. Ellos vienen de todas partes de Costa Rica. Vienen del norte, el sur, el centro, el oeste y el este. Siempre llegan uno a dos días antes del año nuevo y se hospedan en casa de mi abuelita, mi casa o en casa de los otros familiares que viven en mi pueblo.

El 31 de diciembre por la mañana, todo el mundo se levanta temprano para empezar los preparativos de la noche. Por ejemplo, yo voy con mis primas y mi hermanita al mercado, un lugar grande y muy abierto, a comprar las verduras y legumbres para la cena. Como el pueblo no es muy grande y es bastante seguro, nosotros podemos caminar hasta el mercado. Después, pasamos por la carnicería a comprar la carne que vamos a cocinar en la noche. Las carnicerías están situadas en otro lugar separado del mercado, pero no muy lejos de allí. También, tenemos que pasar a comprar el pan. Las panaderías siempre están situadas muy lejos del mercado y de las carnicerías. Por último, tenemos que pasar a recoger la leche a la lechería. La leche es fresca y sin químicos. Por eso, debe usarse toda el mismo día o un día después de adquirida.

Ese día toda la gente anda feliz y muy sonriente. Cuando nos vemos por el camino me preguntan por mi familia. Todo el mundo está haciendo lo mismo que nosotros, todos se preparan para recibir el año nuevo. El recorrido por el pueblo es muy emocionante para nosotros porque siempre hacemos lo mismo. Antes de ir al mercado nos gusta pasar por las tiendas. Nos gusta ver en los escaparates la ropa que está de moda. También nos gusta entrar en las tiendas y en las zapaterías a probarnos zapatos. Nunca se nos olvida pasar a ver las carteleras de las películas que se exiben en el cine.

Al regresar a la casa, siempre hay que ayudar con los preparativos para la noche. Según las creencias, en la casa tiene que haber orden, paz, prosperidad y unión familiar para poder recibir el año nuevo. Como todas las casas mantienen sus puertas abiertas, uno puede escuchar a los vecinos prepararse para la noche. Las calles están llenas de gente y música por todas partes. El 31 de diciembre es un día muy especial, muy alegre y de mucha unión familiar.

Más o menos antes de la medianoche todos llegan a la casa de mi abuelita. Hay seis miembros en mi propia familia. Pero a la casa de mi abuelita llegan más o menos cincuenta tíos, tías, y primos para celebrar. La mesa ya está lista con abundante comida. Nunca faltan los famosos tamales de cerdo, el lomo relleno, la pierna de cerdo, los frijoles molidos, el arroz con pollo, el pan, las tortillas, las ensaladas verdes y las ensaladas dulces. Todos traen algo para compartir. La música invita a la

[1] See Appendix F for an English Translation of this story.

gente a bailar y a divertirse. Todos hablan de las cosas que han pasado durante el año y de las cosas que esperan que el año nuevo les traiga. Cuando el reloj da las doce, todos nos abrazamos y recibimos el año nuevo. También, siempre ponemos la televisión o la radio para escuchar el himno nacional. Luego salimos afuera para ver los fuegos artificiales en el cielo. Después de comer bailamos hasta que nos cansamos y uno a uno nos vamos para la casa o para la cama a dormir.

La mañana del primero de enero, todos vamos a las playas del pacífico. Las carreteras están casi siempre llenas. Uno puede ver a lo largo del camino gente bañándose en los ríos con sus familias. En la playa pasamos todo el día correteando o jugando con la arena o si no nadando en el mar. Por la noche volvemos a nuestras casas agotados. Al día siguiente todos mis tíos y primos vuelven a sus pueblos y a sus casas y todo vuelve a su normalidad.

Assessment

Student Assessment

Formative Assessment - The teacher observes the students during individual class periods as they play games and complete activities to verify if the students are achieving the proposed daily outcomes.

Summative Assessment - Students create their own simplified version of the story *El Año Nuevo en Costa Rica* (The New Year in Costa Rica). They are videotaped on their individual Spanish portfolio tapes reading their books. They are evaluated according to a rubric selected by the teacher (Appendix H), or one developed with the participation of the class. The students assess themselves according to the rubric prior to the teacher completing an evaluation of them. Any student receiving *No está bien* (not satisfactory) will redo the work or study further to achieve at least *Satisfecho* (Satisfactory).

Program Assessment

Formative Assessment - As a unit is taught, the teacher modifies daily outcomes and activities according to student comprehension and achievement.

Summative Assessment - The teacher evaluates the unit upon completion of the instruction and the student assessment. Questions to be considered include:

Did the unit achieve the outcomes that were originally stated?
Did the activities support the outcomes?
Where do activities need to be modified, expanded, or deleted?
Were the resources available sufficient to support the unit?
Do the outcomes of the unit support the overall outcomes of the foreign language program?

Resources

Story - *El año nuevo* slides of Costa Rica are available from Maritza Sloan, 3089 Old Highway 8 #39, Roseville, MN 55113; email: MMSLOAN @ aol.com

Poems -*Barquitos de papel* by Lily Kruse, native Costa Rican.

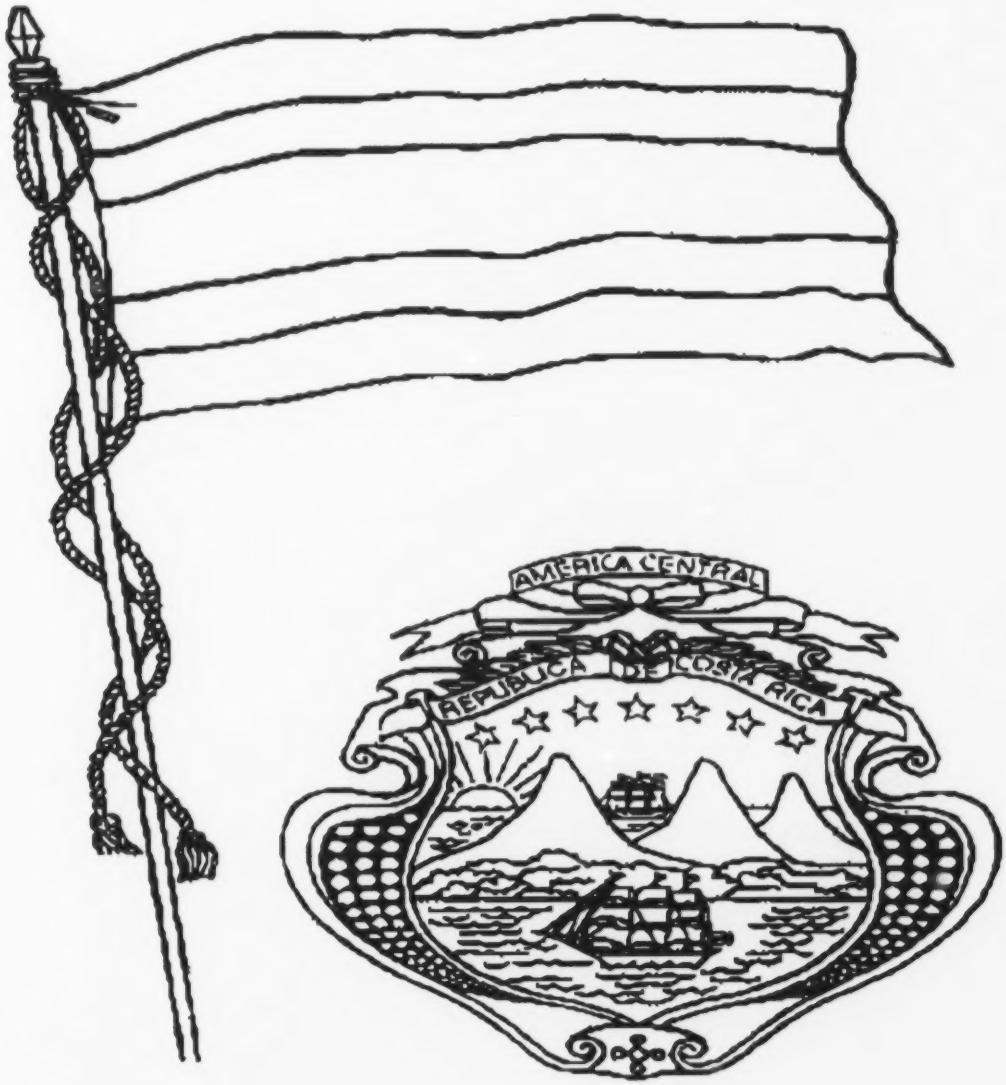
Photos showing Costa Rica from travel agencies. Multicultural Family Photos-Lakeshore Learning Materials. Phone: 800-421-5354.

Book - *El regalo de Ferdinando* (Ferdinand's Present) is a children's picture book.

Book -*Zapatos* (Shoes). Hampton Brown Books. Phone: 800-747-7161.

Costa Rican Consulate General, 3000 Wilcrest, Suite 145, Houston, TX 77042; Phone: 713-7855-1315.

Appendix A



Traditional Poems

These four traditional poems are from *Barquitos de Papel* by Lily Kruse, a native of Costa Rica.

El Desayuno

El panadero,
de madrugada,
nos trae panes
y empanadas.

Luego el lechero,
muy tempranito,
nos trae leche
y algún quesito.

Y la gallina
al amanecer,
nos pone un huevo
para comer.

Cuando amanece,
la cocinera
ya se levanta
y muy ligera,

Calienta leche
y sabe chorrear.
¡Cómo nos gusta
desayunar!

Mi Abuelita

Mi abuelita
Mi abuelita,
tan viejita,
¿Fue joven alguna vez?

Es pequeña
y encorvada,
como el signo de: ¿Qué es?

Son sus canas
blancas, blancas,
tan suaves como algodón.

Y su risa
como brisa,
y dulce como turrón.

El Año

Llegó Enero de primero
vino esperando a Febrero
que no se tardó en llegar

Marzo asomó al calendario;
cumplió Abril con el horario
que no se debe atrasar.

Mayo trajo muchas flores,
y Junio algunos calores
que pronto van a pasar.

Julio nos trae vacaciones,
y Agosto las emociones
de la fiesta de mamá.

Septiembre, el día de la patria,
luego Octubre, el de la raza,
que nos gusta celebrar.

Noviembre, más vacaciones,
y Diciembre las canciones
que alegran Navidad.

Luces de Bengala

Chispas de colores,
luces, tronadera,
chiquillos en vela:
hay reventadera.

Se encuentra de fiesta
el año nuevo
y lo celebramos de nuevo
este año.

Torpedos y cohetes,
muchos cachiflines,
y ese ruido llega
hasta los confines.

Que tengan cuidado
cuando van a arder,
muchas precauciones
debemos tener.

La polvora, toda,
infunde temor;
¡Luces de Bengala
será lo mejor!

Appendix C

Class Directions

1. *Para ir a la lechería, vaya hasta el escritorio de Marcos, doble a la derecha hasta el escritorio de María y después vaya directo hasta la esquina.*

   (To go to the dairy market, go to Mark's desk, turn to the right until Mary's desk and then go straight to the corner.)

2. *Para ir al mercado, vaya hasta la puerta y doble a la izquierda, el mercado está a mano derecha.*

   (To go to the market, go to the door and turn to the left, the market is on the right.)

3. *Para ir a la panadería, vaya del mercado hasta la ventana oeste y la panadería va a estar en la esquina.*

   (To go to the bakery, go to the market to the west window and the bakery will be at the corner.)

4. *Para ir al cine, vaya hasta el escritorio de el(la) maestra y después vaya al sur.*

   (To go to the movie theater, go to your teacher's desk, and then go south.)

5. *La carnicería se encuentra entre el escritorio de Juan y Tomás. Para llegar a la carnicería vaya al norte hasta el escritorio de Juan.*

   (The butcher shop is between the desk of John and Thomas. To get to the butcher's go north until John's desk.)

Games

Concentration

Turn over picture cards so that students are not able to see the pictures of the vocabulary you are teaching in the unit. The teacher (or student) names a vocabulary word and calls on a student to find, and turn over, one card that she/he believes is the stated word. If correct, every one applauds. If incorrect, that student turns the card back over and calls on another student to turn over a card. Continue until all cards are turned over.

7-up

Seven children or less are called up to the front of the class. Each child holds a picture card of a vocabulary item that you are trying to teach. All the other students in the class put their heads down on their desks. They hold their hands in a fist with their thumbs up. Each of the seven children from the front of the room quietly go around the room and push down the thumb of one child and then return to the front of the room. The students in the front then say, "Siete arriba." The children who have had their thumbs pushed down stand up. One at a time they guess who has pushed down their thumb. If there are seven children at the front of the room, they have three chances to guess who pushed their thumb down. If they are correct, they exchange places with the child at the front of the room. If they do not guess who pushed down their thumb, they sit down. After all the children have tried to guess who pushed down their thumb, the game begins again, with all students who are at their desks putting their heads down.

Tengo

Each child has a card with approximately 12 picture items of vocabulary from the unit that you are teaching. Each individual card has at least several different pictures on it. A caller draws a picture card from a bag that is a picture included on some of the students' cards. The first person to get five pictures in a row either going across, up and down, or diagonally shouts out *Tengo!* That person then becomes the caller for the next game.

Cambio

Five children are at the front of the room. Each holds a picture card of a vocabulary item that you are teaching. The class closes their eyes. The children in the front of the room secretly exchange cards. They then hold them backwards to the audience. The children in the class then try and guess which student has which card. When they guess correctly, they get to come to the front of the room and participate in the next round of the game.

¿Qué falta?

Lay out in the middle of the floor several cards of vocabulary that you are teaching in the unit. Students look at all the cards and then close their eyes. The teacher removes one or more cards. The children then open their eyes and guess which card is missing. Children who guess correctly get to remove the card during the next round.

Four corners

Place one item or picture in each corner of the classroom. One child is "it" and sits in the middle of the classroom with his/her head down. The class counts out loud to 15. Each student must be in one corner by the time they reach the count of 15. The person in the middle of the classroom then names one of the items in one of the corners. The children in that corner are "out" and sit down. The class counts out loud to 15 again, and the remaining children again spread out and fill all four corners. (The items or pictures can be changed to use more vocabulary words.) Continue repeating the game until all but one child remains. That child is the person who is "it" in the middle for the next game. Toward the end of the game it is important that the children spread out and fill all the corners until their are not enough children left to do so.

Appendix E

Recipes

Arroz con pollo (Chicken with Rice)

1 2 1/2 to 3-pound broiler-fryer chicken, cut up in small parts
2 tablespoons cooking oil
1 1/2 cups long grain rice
1 cup chopped onion
1/2 cup cilantro chopped
2 cloves garlic, minced
3 cups water
1 7 1/2-ounce can tomatoes. cut up
2 instant chicken bouillon granules
1 teaspoon salt
1/4 teaspoon pepper
2 cups fresh vegetables cut into bite-sized pieces or frozen vegetables
1 cup red pepper chopped in long stripes
1 2-ounce can sliced pimiento, drained and chopped

Take the fat and the skin off the chicken. Sprinkle the chicken lightly with salt. In a skillet brown the chicken with the hot oil for about 15 minutes. Remove the chicken from the skillet. In the remaining pan drippings cook and stir the rice, onion, cilantro, garlic, and red pepper. Add water, undrained tomatoes, chicken bouillon, pepper, and salt. Bring the mixture to boiling; stir well. Arrange the chicken on the top of the rice mixture. Cover and simmer 30 to 35 minutes or until the chicken is tender. Stir in vegetables and pimiento; cover and cook 5 more minutes.

Frijoles Molidos (See English translation below.)

Cocine los frijoles de acuerdo a las direcciones del paquete. En Costa Rica la gente usa mucho los frijoles negros y rojos. Para los frijoles molidos se usan los frijoles negros porque saben mejor.

Receta para los frijoles molidos

1. Un paquete de frijoles cocinados (1 libra)
2. Una cebolla picada en trozos medianos
3. Media taza de cilantro picado
4. Media taza de apio picado en trozos medianos
5. Media taza de chile verde picado en trozos medianos
6. Sal y pimienta al gusto
7. Un cuarto de taza de salsa de tomate(Ketchup)
8. Una cucharada de mantequilla

9. Un cuarto de taza de salsa de Lizano o Worcestershire

Licuar los frijoles junto con el resto de los ingredientes excepto los ingredientes #6 y #8. A baja temperatura ponga una sartén con la mantequilla. A la sartén agréguele los frijoles mezclados con todos los ingredientes. Déjelo cocinar a baja temperatura hasta que empiece a hervir. Cómalo caliente con tortillas o con arroz.

Pureed Beans

Cook the beans following the directions on the package. In Costa Rica people use a lot of black and red beans. To make ground beans black beans are used because they taste better.

Recipe for pureed beans (See recipe in Spanish above).

1. 1 package cooked beans (1 pound)
2. 1 onion chopped into medium-sized pieces
3. 1/2 cup cilantro, chopped
4. 1/2 cup celery chopped into medium-sized pieces
5. 1/2 cup green chili, chopped
6. salt and pepper to taste
7. (1/4 cup tomate sauce Ketchup)
8. 1 tablespoon butter
9. 1/4 cup Lizano or Worcestershire

Mix in a blender the black beans with the rest of the ingredients except number #6 and #8. Heat butter in skillet over low heat. Add the black beans mixed with all the ingredients. Cook slowly until the mixture begins to boil. Serve it hot with tortillas or rice.

Arroz (Rice)

Almost every home in Costa Rica has a rice cooker. People add oil, salt, onions, cilantro, and bell peppers to rice when they make it. Everything is placed in the cooker and at the end, the rice is very fluffy and flavorful. It is very common for people to add chicken broth to the rice instead of water. Without a rice cooker, it is best to follow the directions on the package of rice. Translate the directions into simple Spanish for the children to follow after you model each step.

New Year's in Costa Rica

New Year's is one of my favorite holidays. Every year I look forward to the new year. I know that all my aunts, uncles, and cousins will visit my grandma and so my parents, brothers and sisters, and I can spend time with them. They come from all parts of Costa Rica. They come from the north, south, center, west, and east. They always arrive one or two days before New Year's day and stay at my grandma's house, my house, or with other relatives who live in my town.

The morning of December 31, everybody gets up early to start preparations for that night. For example, I go with my cousins and my little sister to the market, a big place and very open, to buy vegetables for dinner. Because the town is not very big and is quite safe, we can walk to the market. Then, we go to the butcher's to buy the meat that we are going to cook that night. The butcher shops are located in another place away from the market, but not too far away. Also, we have to go to buy bread. The bakeries are always very far from the market and the butcher shops. Finally, we have to go to pick up the milk from the dairy store. The milk is fresh and without preservatives. So, it must all be used that same day or the next.

That day everybody is happy and wears a smile. When we see each other on the street they ask me about my family. Everybody is doing the same as we are, everybody is getting ready to welcome the New Year. The trip around town is very pleasing to us because we always do the same thing. Before going to the market we like to go window shopping. We like to look at the latest fashions on display in the windows. Also, we like to go into the shops and into the shoe stores to try on shoes. We never forget to go and see the ads for the movies showing at the cinema.

When we return home, we must help with the preparations for the night. According to tradition, there must be order, peace, prosperity, and tranquillity in the home to welcome the New Year. Since everyone keeps their doors open, you can listen to your neighbors get ready for the night. The streets are crowded and music is everywhere. December 31 is a very special day, very happy and with a lot of family togetherness.

Just before midnight everybody arrives at my grandma's house. There are six members of my own family. But some fifty uncles, aunts, and cousins arrive at my grandma's to celebrate. The table is set with lots of food. We always have the famous pork tamales, stuffed pork, pork roast, pureed beans, rice with chicken, bread, tortillas, green salad, and sweet salad. Everybody brings something to share. The music invites people to dance and have fun. Everybody talks about the things that happened during the year and the things that they hope the New Year will bring. When it is twelve o'clock, everybody hugs and welcomes the New Year. Also, we always turn on the TV or the radio to listen to the national anthem. Then

we go out to see the fireworks in the sky. After eating we dance until we get tired and one by one we go home or to bed to sleep.

The morning of January first, everybody goes to the Pacific beaches. The roads are almost always full. You can see people swimming in the river with their families along the way. At the beach we spend the day running and playing with the sand or swimming in the sea. At night we return home exhausted. The next day all my uncles, aunts, and cousins return to their towns and homes and everything returns to normal.

Story Sequence

Spanish	English
Espero el año nuevo.	I am waiting for the New Year.
Me levanto temprano.	I get up early.
Voy al mercado.	I go to the market.
Compro verduras.	I buy vegetables.
Voy a la carnicería.	I go to the butcher's.
Compro carne.	I buy meat.
Voy a la panadería.	I go to the bakery.
Compro pan.	I buy bread.
Voy a la lechería.	I go to the dairy store.
Compro leche.	I buy milk.
Hablo de mi familia.	I talk about my family.
Voy a las tiendas.	I go window-shopping.
Me pruebo zapatos.	I try on shoes.
Veo los anuncios de las películas.	I see the movie ads.
Regreso a la casa.	I return home.
Preparo la casa.	I prepare dinner.
Escucho música.	I listen to the music.
Voy a la casa de mi abuelita.	I go to my grandma's house.
Como.	I eat.
Bailo.	I dance.
Hablo.	I talk.
Nos abrazamos.	We hug.
Pongo la televisión.	I turn on the TV.
Escucho el himno nacional.	I listen to the national anthem.
Veo los fuegos artificiales.	I see the fire works.
Duermo.	I sleep.
Voy a la playa.	I go to the beach.
Nado.	I swim.
Regreso a mi casa.	I return home.

Appendix H

Rubrics for *El Año Nuevo en Costa Rica*
(New Year's in Costa Rica)

Muy bien (Very good)

El libro está completo. (The book is complete.)

4 páginas o más (4 pages or more)
Dibujos con colores (Drawings with colors)
Dibujos parecen como Costa Rica (Drawings look like Costa Rica)

El libro está bien escrito. (The book is well written.)

Las letras son claras (The writing is clear)
El cuento sigue el orden correcto (The story follows the right order)
El cuento tiene los sucesos más importantes (The story includes the most important events

Lee el libro en voz alta con confianza. (She/he reads the book aloud with confidence.)

Satisfecho (Satisfactory)

El libro está completo. (The book is complete.)

4 páginas (4 pages)
Dibujos con lápiz (Drawings in pencil)
Algunos dibujos se parecen a Costa Rica (Some drawings look like Costa Rica)

El libro está bien escrito. (The book is well written.)

El español está más o menos bien escrito (The Spanish is more or less well written)
El cuento sigue el orden correcto (The story follows the right order)
El cuento tiene los sucesos más importantes (The story includes the most important events)

Lee el libro en voz alta. (She/he reads the book aloud.)

No está bien (Not Satisfactory)

El libro no está completo. (The book is not complete.)

3 páginas o menos (3 pages or less)
Los dibujos no están completos (The drawings are not complete)
Los dibujos no se parecen a Costa Rica (The drawings don't look like Costa Rica)

El libro no está bien escrito. (The book is not well written.)

El español no está bien escrito (The Spanish is not well written)
Las letras no son claras (The letters are not clear)
El cuento no sigue el orden correcto (The story doesn't follow the right order
En el cuento no aparecen los sucesos mayores (The story doesn't have the most important events)

No puede leer el libro. (She/he can not read the book.)